



What drives the intent to start a business?

Research report for the European
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At the end of EIA, a team of VCs and Angel Investor assessed 81 teams and their ideas for a new venture. We sincerely appreciate their willingness and good nature in using our criteria to assess each team.

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Executive Summary

The European Innovation Academy (EIA) is designed to take participants through the 'real-life process of building a start-up from concept to launch,' giving them the 'know-how to make it happen.' In teams of approximately five members, participants move from ideation to pitch in three weeks.

Given the purpose of EIA, our research question was:

Does EIA influence the intent of participants to start a business?

To answer this question, we studied 301 participants in 81 teams at EIA2018 (Portugal).

Our results point clearly to the **positive influence of EIA**.

What influences an individuals founding intent?

At the end of EIA2018, 66% of participants reported their intent to start a business. This is an increase of 12% from the beginning of the programme. Individuals with no previous start-up experience showed the greatest increase, as did women relative to men (15% vs 9% increase).

We find that **entrepreneurial passion** is central to one's intent to start a business (and the intent to continue with the venture idea after EIA). This concept has three dimensions:

- Passion to innovate
- Passion to found a venture
- Passion to develop a venture

Our results indicate that all three types of entrepreneurial passion are higher at EIA when:

1. EIA participants experience positive emotions as they engage in entrepreneurial activities; and
2. they perceive entrepreneurial roles as part of their self-identity.

For the **emotional component** of passion to develop, we find two necessary conditions. The first is when participants feel their team is able to be creative. The second is when they perceive good teamwork.

The **self-identity component** of entrepreneurial passion is associated with four factors. That is, the extent to which an EIA participant sees themselves as an innovator, founder, or developer is linked to:

1. four core personality traits (referred to as core self-evaluation);
2. their past experience with founding a business;
3. gender (less likely to be female); and
4. entrepreneurial resilience – a characteristic that appears to change during EIA.

All findings are statistically significant.



What influences a team's intent to start a business?

At the end of EIA, 55% of teams intended to start a business. This was directly influenced by the team's average level of passion for innovating, founding and developing. In turn, team passion is driven by person-team fit.

Person-team fit is achieved when two conditions are met:

1. EIA participants perceive similarity within their team with respect to values and goals; and
2. EIA participants believe that individual members of their team complement each other.

Achieving person-team fit is important because if the fit level is high, the team is also more likely to be confident in its ability to be creative and its ability for good teamwork.

Finally, we found that at EIA, team passion for innovation, founding or developing each have a positive and significant influence on the feasibility of the team's idea - as rated by venture capitalists and angel investors. Passion for innovating is most influential.

Major implications?

Central to the above findings is that entrepreneurial passion drives the intent to start a business. It also influences expert perceptions of idea feasibility.

At EIA 2018, numerous factors underpin passion. Our findings suggest opportunities for EIA (through the EIA mentors) to:

1. Invest in developing team creative capabilities and teamwork skills early and during EIA
2. Use the core-self evaluation measures as a diagnostic tool during EIA to help participants better understand their strengths as entrepreneurs, and how to overcome potential challenges
3. Ensure resilience does not drop during EIA
4. Help new teams (during team formation) ensure their members share similar values and goals.

Details on these recommendations are provide in the report.

Introduction

Research Question

Our research asked: Does EIA influence the intent of participants to start a business?

Method

In June 2018, we invited all incoming participants to EIA2018 Portugal to join a research study supported by EIA, the UC Berkeley Sutardja Centre for Entrepreneurship and Technology, and the Lazaridis Institute for the Management of Technology Enterprises.

The research process involved four rounds of data collection. It required EIA participants to complete short online surveys before, during and at the end of EIA2018 Portugal. We also collected data from mentors on a weekly basis during EIA, and from investors at the end of the programme.

Our results are based on data from 301 team members across 81 teams. This represents a response rate of 73% (by individual) and 99% (by team). Each team consisted of about five founders and we received an average of 4.15 responses per team. A minimum of three individuals from each team participated in our study.

Study Participants

DEMOGRAPHIC

Most EIA2018 participants were 18-22 years old (67%), followed by those in the 23-30 age group (26%). The youngest participant was 16 and the oldest was 53.

The gender split was female (45%), male (54%) and other (1%).



EDUCATION

Most were undergraduate (53%) or master's students (24%).



GEOGRAPHY

EIA2018 participants were largely based in the USA (33%) or Europe (49%).

Other locations include Canada (8%), South America (3%), Asia (3%), the Middle East (2%) or other (2%).



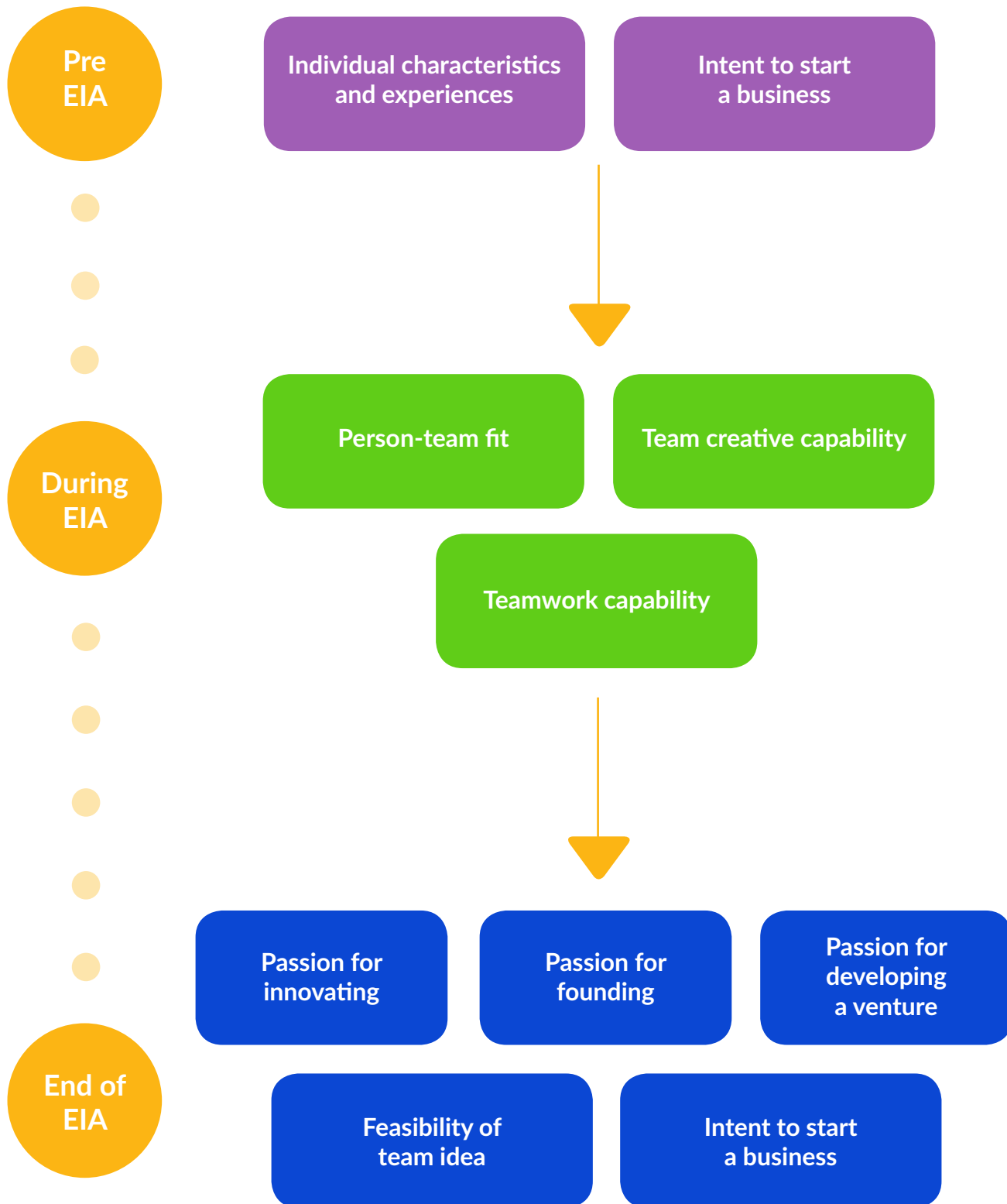
BUSINESS-RELATED EXPERIENCE

Almost all participants at EIA2018 had some business-related experience.

Notably 29% had founding experience, with the remainder having worked in their family's business (10%), some other business (49%) or some combination of these (12%).



Figure 1: Our Data Collection Process

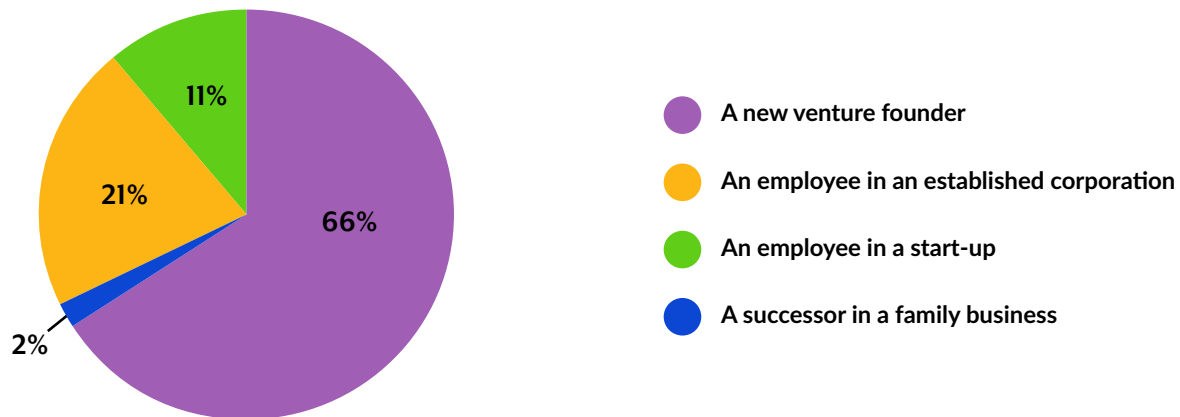


The Impact of EIA on Individuals

Does EIA lead to founding intent? Yes.

Figure 2 shows that at the end of EIA2018, almost two-thirds of our respondents (66%) intended to start a new venture. Another 11% wanted to work in a start-up.

Figure 2: Founding Intent at the end of EIA2018



Importantly, EIA2018 also increased the participants' intent to start a business. Prior to attending EIA, 54% reported founding intent. After EIA, this jumped to 66% - a statistically significant difference.

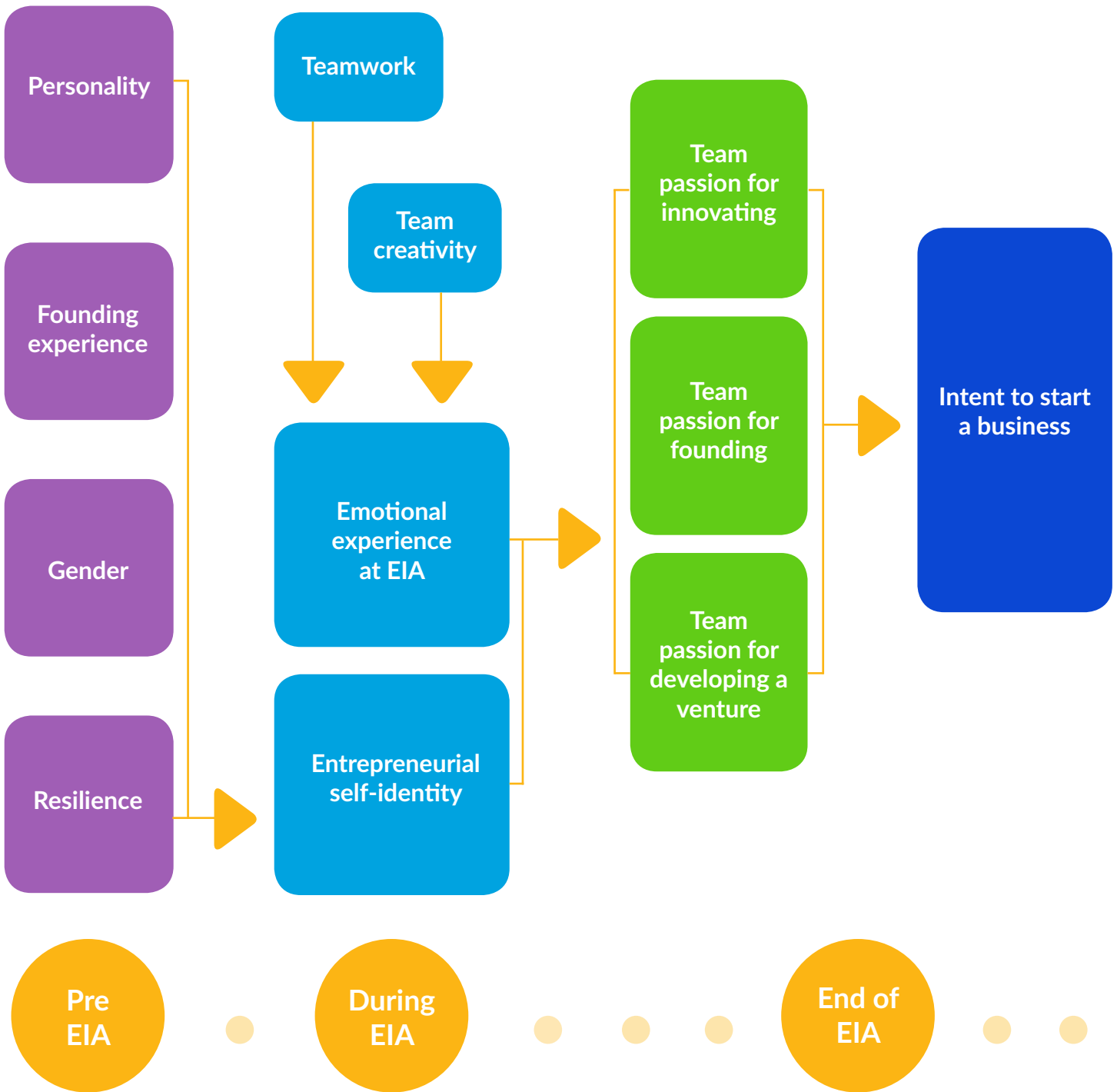
Of the participants with no founding experience prior to EIA, 58% reported (at the end of EIA2018) that they intended to start a business. Of all the participants, this group showed the greatest increase in founding intent.

What drives an individual to have 'founding intent'?

Entrepreneurial passion. However, as shown in Figure 3, our results indicate there is more to the story than passion.

In this report, we work through this figure, explaining how all the pieces fit together and lead to an EIA participant wanting to start a business.

Figure 3: Individual Influences on Founding Intent



What is entrepreneurial passion?

Entrepreneurial passion compels a person to take risks and push themselves past their current limits. Passion propels a person to be entrepreneurial and fills their thoughts with entrepreneurial goals.

According to research conducted by Melissa Cardon and colleagues, entrepreneurial passion positively affects opportunity recognition, creative problem-solving, venture investment and venture growth.

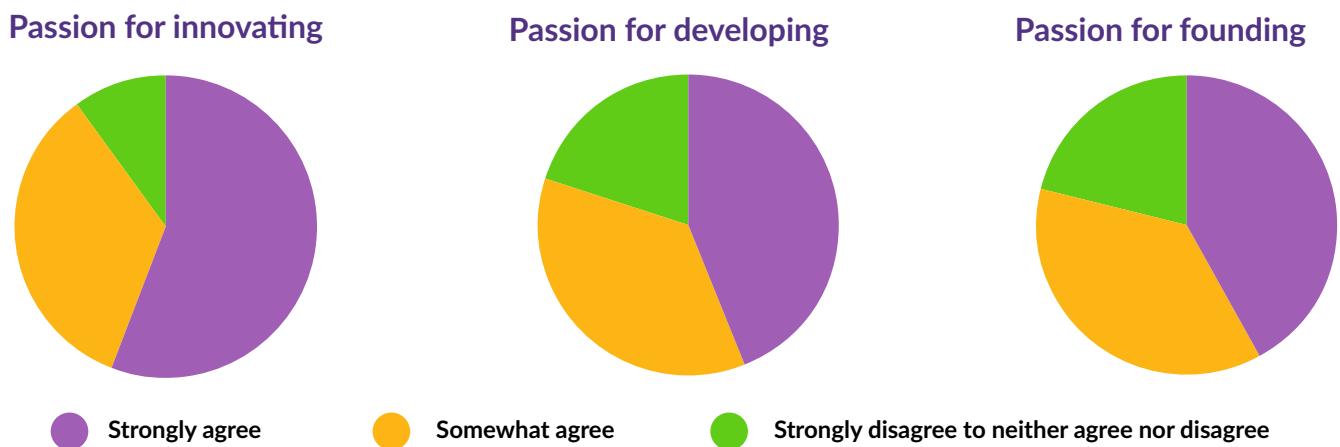
In this study, we examine the three types of passion from Cardon et al's (2009) work¹:

1. **Passion for innovating** where energy and excitement are triggered by scanning the environment for new opportunities, finding solutions, developing new products or services, and working with ideas and prototypes
2. **Passion for founding** where energy and excitement are triggered by establishing, owning, and nurturing a new business
3. **Passion for developing a new venture** where energy and excitement are triggered by finding the right market, assembling the right people, and pushing the team to make the venture better.

All three types of passion are associated with the intent to start a business. We asked participants to rate the dimensions of each type of passion, using a scale where 1= strongly disagree and 5 = strongly agree.

At the end of EIA2018, 90% of the participants in our study showed passion for *innovating* (based on an average of ratings across scale items). This is followed by passion for *developing* (81%) and passion for *founding* (79%).

Figure 4: Levels of Passion at End of EIA2018



Keep in mind!

At first glance, these results signal the high levels of passion of participants at the end of EIA2018. But only 42-56% of participants report 'strongly agree' to the passion questions. In comparison, 30-42% report 'somewhat agree'. And another 10-20% are below that.

¹ Melissa Cardon, Joakim Wincent, Jagdip Singh, & Mateja Drnovsek (2009). The Nature and Experience of Entrepreneurial Passion, *Academy of Management Review*, 34 (3): 511-532.

What underlies passion?

Each type of entrepreneurial passion has two underlying components.

The first component is **emotional** and reflects a person's intense positive feelings. Individuals can have such feelings toward none, some, or all three types of passion.

The second component is how a person thinks of themselves: their **self-identity**. Self-identity refers to the descriptive characteristics, qualities and abilities that a person uses to define themselves. That is, whether entrepreneurial activities related to innovating, founding, and developing are part of 'who they are' as a person.

Let's discuss the emotional component of passion in more detail.

Our results show that the **emotional component** of passion is significantly related to an increase in the intent to start a business. This applies to all three types of entrepreneurial passion and means that if the emotional component of passion rises, so too does the intent to start a business.

Going one step further, participants who reported that they intended to continue working on the business started during EIA2018 also had more positive emotions toward innovating, founding and developing a venture.

The emotional component of passion is a function of participants' experiences at EIA. Our results show they are more likely to have the most positive experiences and develop the emotional component of passion when two conditions are met:

1. EIA participants feel their team is able to be creative; and
2. they feel there is good teamwork.

Critically, both conditions have to be met for the highest amounts of the emotional component of passion to develop.

What are the optimal combinations of perceived team creativity and perceived quality of teamwork?

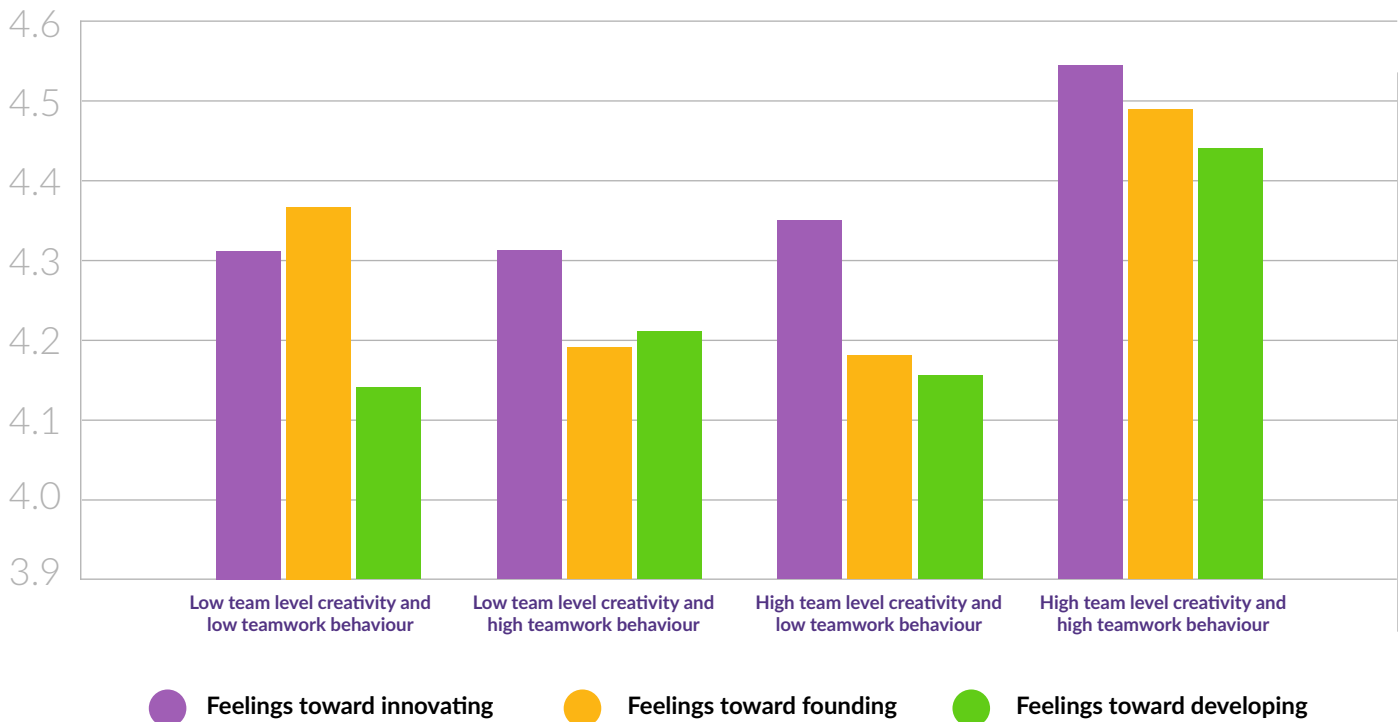
As seen in Figure 5, our results are consistent across all three types of passion: the optimal level of positive feelings develop when EIA participants believe their team's ability to be creative is high and they believe their team's ability for good teamwork is high. This is not surprising. It means that a team with good teamwork cannot compensate for a team that is low in creativity (and vice versa).



Opportunity for EIA

Increase each type of passion – and thus founding intent. To accomplish this, we need to understand what drives passion. Read on.

Figure 5: Optimal combinations of perceived team creativity and perceived quality of teamwork



What needs particular attention?

In terms of team creativity, one of the main benefits of working in a team (rather than as a sole founder) is the potential to generate novel ideas. However, only 39% of EIA participants reported that they 'strongly agreed' with the statement "I feel my team is good at generating novel ideas."

Regarding teamwork, we identified three issues to note:

1. Only 30% of EIA participants report that their team was very capable at effectively delegating responsibility for tasks. This teamwork skill is also a key leadership skill.
2. Only 33% of EIA participants report their team was strong in their ability to effectively coordinate tasks and activities.
3. Only 37% of EIA participants consider their team very capable of integrating information and suggestions from individuals into a plan. Forming a plan to exploit an opportunity is a key skill for entrepreneurial teams.

➔ Opportunity for EIA

Invest in developing team creative capabilities and teamwork skills early and through EIA.

What about the self-identity component of entrepreneurial passion?

As noted earlier, the second component of entrepreneurial passion is **self-identity**. This is less likely to change over EIA's three-week programme. In part, this is because self-identity is related to a relatively stable set of personality traits: self-esteem, general self-efficacy, locus of control, and neuroticism. We refer to these collectively as one's 'core self-evaluation' and assessed this for all participants in our baseline survey (prior to the start of EIA 2018). An explanation of core self-evaluation is in Appendix A.

Why is core self-evaluation important?

If an EIA participant has a high core self-evaluation, they have high self-esteem and general self-efficacy. They also have an internal locus of control and are low on neuroticism. High core self-evaluation is linked to a positive self-image, job satisfaction, task engagement, popularity and positive feelings when a person works on many different types of tasks.

At EIA2018, core self-evaluation was a good predictor of participants' self-identity as an innovator, founder or developer. That is, if one has high core self-evaluation, they are more likely to see themselves as an innovator, founder or developer. A low core-self evaluation has the opposite effect. We also find that if participants intended to continue with the venture they started at EIA, they held innovating, founding and developing as central to their identity. This differs significantly from other participants.

Beyond the importance of having a high core self-evaluation, we find three other influences on the self-identity component of passion at EIA2018:

1. Founding a firm in the past

- Participants who had previously founded a firm are more likely to have a self-identity as an innovator, founder or developer.

2. Gender

- Women are slightly less likely than men to hold self-identities as an innovator, founder or developer. This difference helps explain why women at EIA are less likely than men to have founding intent (59% vs 90%).
- Women saw the greatest increases in founding intent at the end of EIA2018 (15% vs 9%).

3. Entrepreneurial resilience

- Participants with resilience have the ability to recover easily and quickly from setbacks.
- At the end of EIA2018, the greater a participant's entrepreneurial resilience, the greater their self-identity as an innovator, a founder, or a developer.
- Although 41% of participants at EIA2018 showed an increase in their entrepreneurial resilience at the end of the programme, 35% saw a decline. This adversely affects self-identity and thus, passion and founding intent.



Opportunity for EIA

Ensure that resilience does not drop during EIA.

The Impact of EIA on Teams

To understand team-level results, we first assessed response patterns. Because there was a general consistency of results within teams, we used the average of responses for each team.

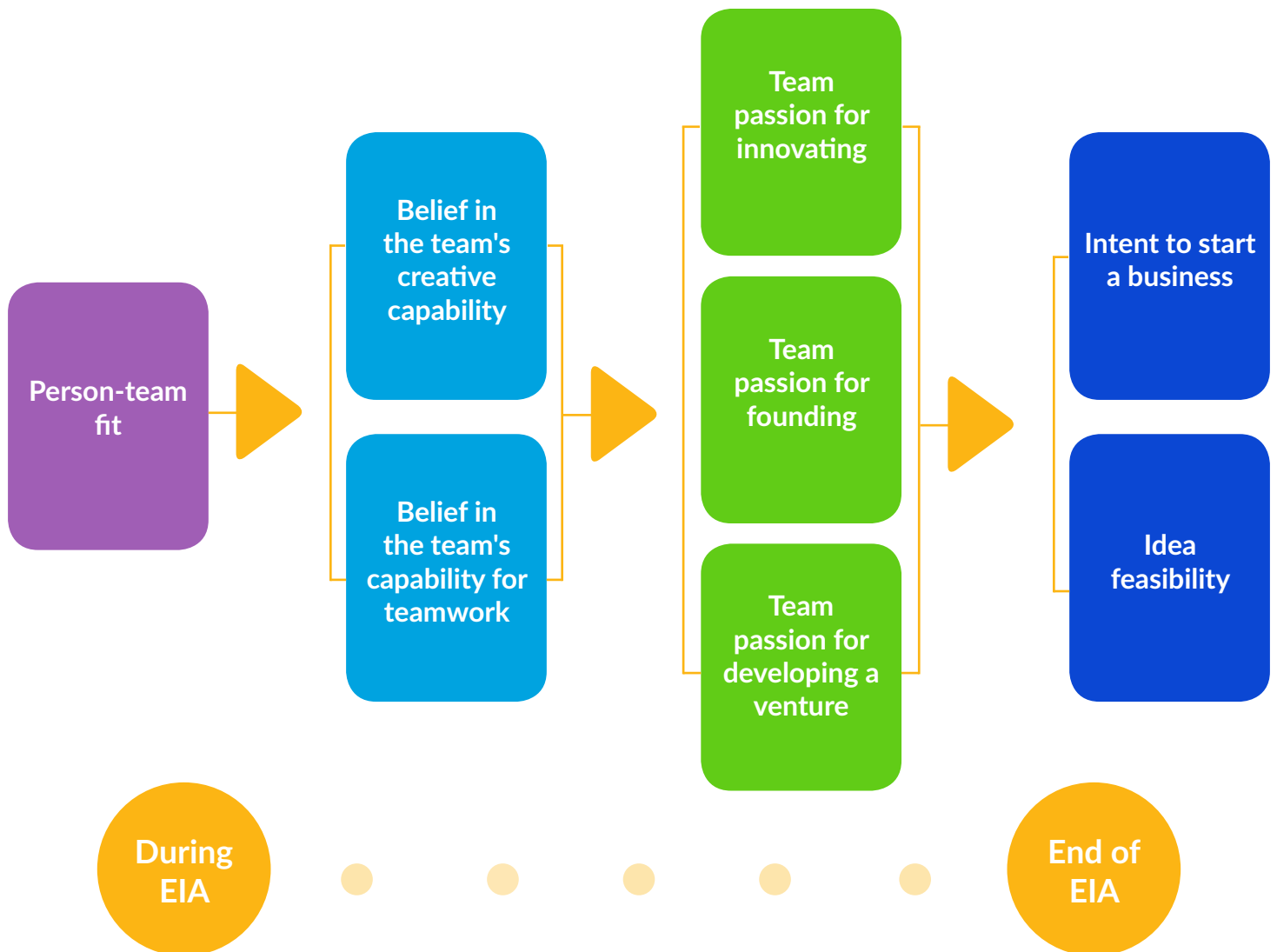
At the end of EIA, most teams (55%) experienced an increase in their intent to start a business, 29% experienced no change and 15% reported decreased intent to start a business.

Because EIA is team-focused, we examined what influences:

1. Team intent to start a business; and
2. Perceived feasibility of the team's idea.

Our results are similar for both outcomes. The full set of relationships is in Figure 6.

Figure 6: Team Influences on Founding Intent and Idea Feasibility



Similar to what we reported for individuals, **passion** is important. However, the drivers of entrepreneurial passion for team-level outcomes are somewhat different. Although they include the team's confidence in its ability to be creative and for good teamwork (consistent with the individual-level results), two additional drivers emerge:

1. Whether values and goals are similar to those of other team members (person-team *values* fit);
2. Whether skills, abilities, and training are complementary to those of other team members (person-team *complementary* fit).

These are two types of **person-team fit**.

When there is a high degree of perceived person-team fit, people tend to develop a strong team identity that benefits their well-being and leads to positive attitudes toward the team. Such teams perform better because they experience less task and relationship conflict in their interactions, more positive emotional experiences and greater team cohesion.

At EIA2018, we find that person-team fit influences a team's perceptions of its ability to be creative and its ability for good teamwork. This relationship is strong and direct. This, in turn, influences passion.

Opportunity for EIA

Although EIA already tries to ensure that teams consist of members with complementary skills, the team formation process can involve helping the new teams ensure that members share similar values and goals.

Finally - what influences team performance?

On the last day of EIA2018, every team (and its idea) was assessed by a venture capitalist or angel investor. The assessment criteria were as follows:

1. The investment proposed by this team can be easily made liquid
2. There is demonstrated market acceptance of the product/service
3. The team is willing to work with venture partners
4. The projected growth is relatively large within five years of investment
5. The industry is capable of long-term growth
6. The economic environment is favourable to a new entrant
7. The product/service has demonstrated defendable competitive position
8. Financial projections are realistic

Team-level passion for innovating, founding and developing a new venture positively influence the feasibility of the team and its idea, as rated by experts.

However, not all types of passion are equal. Based on our results from EIA2018, a team's passion for innovating has the greatest impact.

Insights and Implications

The results of our research suggest that EIA should **increase entrepreneurial passion**. This, in turn, will increase founding intent. At the team level, this also improves expert perceptions of idea feasibility.

How can EIA do this?

As we show in this report, numerous factors underpin passion. Summarizing the opportunities that are identified through the report, we suggest that the EIA programme:

- Invest in developing team creative capabilities and teamwork skills early and through EIA.
- Use the core-self evaluation measures as a diagnostic tool during EIA to help participants better understand their strengths as an entrepreneur, and how to overcome potential challenges
- Ensure that resilience does not drop during EIA
- Help new teams (during team formation) ensure their members share similar values and goals.

1. Developing team creative capability and teamwork skills

Teams that are high in **creativity** are more likely to regard differences in opinions and ideas as opportunities to develop their work. They experience better integration and use new information. They have an awareness of developmental needs, and a positive learning attitude. They also appreciate and exploit the benefits of diversity for facilitating creativity. This means that teams are ‘better’ than individuals in ideating solutions to problems because cross-fertilization can occur between interacting group members.

Recommendation?

Brainstorming is a good example of a team task where synergies might yield multiplicative (as opposed to merely additive) increases in creative performance. This is because ideas are generated by leveraging others’ perspectives and skills.

In terms of **teamwork** capacity, one way to improve the team’s belief in its ability for good teamwork is to set good norms for interacting.

Team norms are shared beliefs regarding the behaviors expected of team members. They are team-level properties that emerge as a consensual, collective aspect of the team. They exert a powerful form of social control.

Norms give rise to obligations that form the basis of each person’s relationship with others and with the team as a whole. The presence of strong norms derived through the process of negotiating the expected behavior of team members may strengthen team performance at EIA. Moreover, early norm formation predicts team effectiveness.

Recommendation?

EIA teams should set formal (prescriptive) norms at the time of team formation. These are also known as “team charters” or “team contracts.” They provide members with information about the team’s reality and afforded standards against which to compare a person’s behavior. Appendix B shows one way to establish a team charter. We suggest that mentors be part of this process.

2. Use core self-evaluation measures as a diagnostic tool

Participants might complete the core-self evaluation survey before EIA (as part of their application) but using it as a diagnostic tool during EIA will help them understand why they might be experiencing (e.g.) stress or a lack of entrepreneurial passion.

Recommendation?

There are several established measures of core self-evaluation available. Many of them are available on-line, for free, so that participants can easily self-diagnose.

Once a person knows their core self-evaluation, they can try to understand what actions they can take to change their beliefs and feelings. Although change in core self-evaluation is slow, it is possible and there are ways for others (such as Mentors) to help a person with low core self-evaluation:

- Mentors can play an important role in helping a participant overcome their feeling of a lack of control or a lack of experience with entrepreneurship.
- Mentors can also help set realistic expectations and reduce the impact of a low core self-evaluation by recognizing and celebrating successes and accomplishments as much as possible.

If stress is experienced – likely with participants having low core-self evaluations - the best approach is addressing the cause of the stress. This may involve problem-solving with the team or mentor, setting good teamwork norms, delegating responsibility or asking for help. This is facilitated if team norms have been established.

For participants with low core self-evaluation, they are also likely to benefit from pursuing learning goals rather than performance goals. That is, where their goals at EIA involve personal development and growth rather than demonstrating competence. Figure 7 provides examples of the type of thoughts and actions that characterize each type of goal.

Our observation is that all participants are likely to benefit from EIA if they pursue learning goals and adapt their focus and language consistent with learning rather than winning.



Figure 7: Comparing Performance and Learning Goals

| Performance Goals | → | Learning Goals |
|---|---|--|
| You are limited by your lack of ability | → | Any limitation can be overcome by proper planning and trying new approaches |
| Imperfections indicate a lack of ability and are embarrassing | → | Acknowledge and embrace imperfections |
| Focus on what others think of you | → | Focus less on what others think of you and more on your own learning |
| Difficulties are roadblocks to success | → | Effort and difficulty are paths, not roadblocks, to success |
| Pattern of negative 'self-talk' | → | Pattern of positive 'self-talk' |
| Win | → | Learn |

3. Ensure resilience does not drop

It is important to note that resilience is not the same as core self-evaluation. And resilience changes through EIA. There are a variety of ways to ensure that resilience does not drop during the programme.

Recommendation?

A simple way to maintain resilience (and also to reduce stress for those with low core self-evaluation) involves taking a break from the stressor, exercise, seeking social support, or meditating. EIA might be able to incorporate a daily break for such activities, leveraging the examples set by (e.g.) Harald Lepisk. We also suggest that mentors could help establish:

- Norms for providing care and support to team members
- Norms that create trust between team members
- Norms of encouragement
- Realistic plans
- Self-confidence and a positive self-image in EIA participants

4. Help new teams ensure members share similar values

Increasing person-team fit will result in greater intrinsic forms of motivation. Of note, it is the perception of fit, rather than objective fit, that results in positive team member attitudes. A team charter (noted earlier) can improve actual person-team fit and the perception of person-team fit.

This is critical because without good teamwork, the benefits of putting together a group of highly creative individuals are neutralized.

Recommendation?

Better overall person-team fit can be accomplished by encouraging Mentors:

- Set team goals and an action plan (helps team members understand and better meet the demands of their team).

- Evaluate, recognize, and support team goals, rather than individual goals (builds a sense that everyone is contributing to the collective team).
- Facilitate person-team fit by facilitating the perception that team members share the same goals and values even though they come from different cultures and have different expertise.
- Emphasize that all team members should appreciate the input of a variety of people.
- Help the team talk about their ideal team culture and the values that contribute to that culture. Many team members will adjust their personal values to match their team's values if they are provided with expectations upfront.

In terms of making changes to a team, we offer three suggestions.

1. Team members should think about their ideal team members in terms of the qualities they possess and values they hold. Teams can then use this as a model for the ideal candidate for their team and to set expectations for existing team members. Similarly, complementary fit can be achieved by selecting people that fill the team's missing knowledge, skills and abilities gaps.
2. New members should be selected by asking open-ended questions to do with values and team culture, such as what the potential new member enjoyed about their last teamwork experience or how they stay motivated. This type of question will help the team directly compare what they want from a team and what the team can offer.
3. Those individuals who do not provide both complementary and values fit should be asked to leave the team in order to improve overall fit perceptions. This improves the EIA experience of all involved.

One way of determining if a team member should leave due to poor values fit is to ask each team member to rate themselves on the below scale, after discussing desired team values with their peers.

| Low values fit | Moderate values fit | High values fit |
|--|---|---|
| You do not have much in common with the other team members and their work ethic is very different from your own. | You have a good relationship (or you think you will have a good relationship) with the other team members, but do not want to socialize with them outside of EIA. | The other team members have similar interests. You also have a good working relationship (or think you will have a good working relationship) with the other team members, and would want to socialize with them outside of EIA |

NOTE: a person who wants to work alone the majority of the time may not find a good fit with any EIA team. Similarly, a team member who wants to be told what to do and not take personal accountability will generally not be a good fit for any EIA team. And a person who is at the EIA to take a holiday and is busy with activities before and after formal EIA activities is not a good fit for any EIA team.

Overall, we recommend that teams should be encouraged – from the beginning – to put in the work necessary for good team functioning, rather than rushing to develop their business idea. Early team efforts should be to establish goals, set an action plan, set team norms and expectations, clarify team values and establish team roles with respect to expertise and skills. Where there is poor fit, team members should be encouraged to diagnose the reason for the poor fit and remedy the situation.

Appendix A

Core Self-Evaluation – Definition of components

- **Self-esteem** is a person's self-appraisal of their own worth. It reflects the value a person places on themselves.
- **Generalized self-efficacy** is a person's self-appraisal of their ability to perform well and handle a variety of situations. People high in generalized self-efficacy are more likely to take on new tasks and set higher goals when completing tasks. They also adjust their strategy and effort to complete tasks when goals are not met and persist when the job is difficult.
- **Locus of control** indicates the degree to which people believe they control the outcome of life events. People with an internal locus of control believe they control their own environment; those with an external locus of control believe outside forces control their lives. People with an internal locus of control are more likely to be satisfied with their job and life because they believe in their own control over the situation. People with an external locus of control feel helpless and do not show initiative when faced with problems.
- **Neuroticism** is an enduring tendency to experience unpleasant emotions (e.g., anger, anxiety, depression) easily. People high in neuroticism react more negatively to stress, are prone to anxiety, and susceptible to feelings of helplessness.

Source: Judge, T. A., Erez, A., Bono, J. E., & Thoresen, C. J. (2003). The Core Self-Evaluations Scale (CSES): Development of a Measure. *Personnel Psychology*, 56, 303-331



Appendix B

Team Charter

A Team Charter is an agreement that spells out the team's values, goals, and strategies. These are based on member strengths and weaknesses and reflect individual expectations. The Charter is usually signed by all members in order to establish a formal norm that will guide behavior. Please work through the following four steps.

STEP 1

Strengths and Weaknesses

Discuss the strengths each member brings to the team. Consider skills developed in academic, professional and other settings. Discuss weaknesses. What can individuals do to compensate for weak points? Consider time schedules, e.g., what other responsibilities must team members plan around?

Values

What do team members most value? Quality? Creativity? Efficiency? Learning? Team values should take individual values into account.

Goals

What outcome is the team aiming for? Considering strengths, weaknesses and work schedules—what, realistically, do you want to achieve?

STEP 2

Strategies

How will the group reach its goals? Use the following headings to decide exactly what you need to do to accomplish your aims.

Roles and Responsibilities: How will these be determined and how will individuals be held accountable? For instance, will there be a rotating chair? After each meeting will someone send out an email containing a record of what is to be done next, each person's responsibility and due dates?

Expectations: How often must the team meet? When and where will you meet? How long will meetings last? What work product is due for each meeting, e.g., bullet point or full sentences? How will feedback be provided to team members?

Conduct: Taking into account individual values, team values and the requirements of integrity, how will team members interact? How would you complete this sentence, "Our team believes it's important that we conduct ourselves... (how?)"

Conflict resolution: Include a statement specifying what happens in the event of a conflict between team members, or if a team member does not abide by the charter. You might also discuss whether or not you will be using formal peer evaluations.

STEP 3 TEAM PROCESS SURVEY

Instructions:

Working by yourself, circle the number that most closely expresses how you would like to see your team function on each of the below dimensions.

- **Get the team together** and tally your combined perceptions. Discuss the implications.
- **Complete** the team charter below.

| | | | | | | |
|--|---|---|---|---|---|--|
| <u>Atmosphere and Relationships</u> | | | | | | |
| Supportive | 1 | 2 | 3 | 4 | 5 | Competitive |
| Personal (warm and close) | 1 | 2 | 3 | 4 | 5 | Impersonal (cool and distant) |
| Energetic | 1 | 2 | 3 | 4 | 5 | Lethargic |
| Cohesive | 1 | 2 | 3 | 4 | 5 | Fragmented |
| <u>Member Participation</u> | | | | | | |
| All equally | 1 | 2 | 3 | 4 | 5 | Primarily just a few |
| Easy to get "air time" | 1 | 2 | 3 | 4 | 5 | Hard to get "air time" |
| <u>Goal Understanding and Acceptance</u> | | | | | | |
| Clear (understood) | 1 | 2 | 3 | 4 | 5 | Unclear (vague) |
| Supported by all | 1 | 2 | 3 | 4 | 5 | Unsupported by many |
| <u>Listening and Sharing of Information</u> | | | | | | |
| Members listen carefully | 1 | 2 | 3 | 4 | 5 | Members don't really listen |
| Members usually understand each other | 1 | 2 | 3 | 4 | 5 | Members often misinterpret what others say |
| Everyone knows what's going on | 1 | 2 | 3 | 4 | 5 | Only a few are in the know |
| <u>Handling Disagreements and Conflict</u> | | | | | | |
| Alternate views explored | 1 | 2 | 3 | 4 | 5 | Alternate views brushed aside |
| Tensions confronted and dealt with | 1 | 2 | 3 | 4 | 5 | Tensions avoided |
| <u>Decision Making</u> | | | | | | |
| Influence is widely shared | 1 | 2 | 3 | 4 | 5 | A few exert a lot of influence |
| Reflective of full discussion | 1 | 2 | 3 | 4 | 5 | Quickly, by majority rules |
| <u>Evaluation of Member Performance</u> | | | | | | |
| Feedback given openly, constructively | 1 | 2 | 3 | 4 | 5 | Feedback avoided |
| <u>Expressing Feelings</u> | | | | | | |
| Expressed openly | 1 | 2 | 3 | 4 | 5 | Kept bottled up |
| Personal concerns accepted | 1 | 2 | 3 | 4 | 5 | Only task concerns shared |
| <u>Division of Labour</u> | | | | | | |
| Roles clearly defined and stable | 1 | 2 | 3 | 4 | 5 | Roles vary depending on individual interests |

| | | | | | | |
|---|---|---|---|---|---|---------------------------------------|
| <u>Leadership</u> | | | | | | |
| Clear leader(s) exist(s) | 1 | 2 | 3 | 4 | 5 | Leadership functions done by all |
| Member differentiation appropriate and accepted | 1 | 2 | 3 | 4 | 5 | Jockeying for position is occurring |
| <u>Attention to Process</u> | | | | | | |
| Process often discussed in the whole team | 1 | 2 | 3 | 4 | 5 | A few exert a lot of influence |
| Team has functional norms | 1 | 2 | 3 | 4 | 5 | Quickly, by majority rules |
| <u>Consequences: The Team</u> | | | | | | |
| Very productive | 1 | 2 | 3 | 4 | 5 | Very unproductive |
| Gives me satisfaction | 1 | 2 | 3 | 4 | 5 | Gives me little satisfaction |
| Facilitates my learning and development | 1 | 2 | 3 | 4 | 5 | Restricts my learning and development |

STEP 4 TEAM CHARTER

As a team please come to a consensus on the frequency with which you expect everyone in your team to display the below. Mark your team's response to each item below and have every team member sign this contract when it is completed.

| | | | | | | |
|--|---|---|---|---|---|--|
| <u>Atmosphere and Relationships</u> | | | | | | |
| Supportive | 1 | 2 | 3 | 4 | 5 | Competitive |
| Personal (warm and close) | 1 | 2 | 3 | 4 | 5 | Impersonal (cool and distant) |
| Energetic | 1 | 2 | 3 | 4 | 5 | Lethargic |
| Cohesive | 1 | 2 | 3 | 4 | 5 | Fragmented |
| <u>Member Participation</u> | | | | | | |
| All equally | 1 | 2 | 3 | 4 | 5 | Primarily just a few |
| Easy to get "air time" | 1 | 2 | 3 | 4 | 5 | Hard to get "air time" |
| <u>Goal Understanding and Acceptance</u> | | | | | | |
| Clear (understood) | 1 | 2 | 3 | 4 | 5 | Unclear (vague) |
| Supported by all | 1 | 2 | 3 | 4 | 5 | Unsupported by many |
| <u>Listening and Sharing of Information</u> | | | | | | |
| Members listen carefully | 1 | 2 | 3 | 4 | 5 | Members don't really listen |
| Members usually understand each other | 1 | 2 | 3 | 4 | 5 | Members often misinterpret what others say |
| Everyone knows what's going on | 1 | 2 | 3 | 4 | 5 | Only a few are in the know |
| <u>Handling Disagreements and Conflict</u> | | | | | | |
| Alternate views explored | 1 | 2 | 3 | 4 | 5 | Alternate views brushed aside |
| Tensions confronted and dealt with | 1 | 2 | 3 | 4 | 5 | Tensions avoided |

| | | | | | | |
|---|---|---|---|---|---|--|
| <u>Decision Making</u> | | | | | | |
| Influence is widely shared | 1 | 2 | 3 | 4 | 5 | A few exert a lot of influence |
| Reflective of full discussion | 1 | 2 | 3 | 4 | 5 | Quickly, by majority rules |
| <u>Evaluation of Member Performance</u> | | | | | | |
| Feedback given openly, constructively | 1 | 2 | 3 | 4 | 5 | Feedback avoided |
| <u>Expressing Feelings</u> | | | | | | |
| Expressed openly | 1 | 2 | 3 | 4 | 5 | Kept bottled up |
| Personal concerns accepted | 1 | 2 | 3 | 4 | 5 | Only task concerns shared |
| <u>Division of Labour</u> | | | | | | |
| Roles clearly defined and stable | 1 | 2 | 3 | 4 | 5 | Roles vary depending on individual interests |
| <u>Leadership</u> | | | | | | |
| Clear leader(s) exist(s) | 1 | 2 | 3 | 4 | 5 | Leadership functions done by all |
| Member differentiation appropriate and accepted | 1 | 2 | 3 | 4 | 5 | Jockeying for position is occurring |
| <u>Attention to Process</u> | | | | | | |
| Process often discussed in the whole team | 1 | 2 | 3 | 4 | 5 | A few exert a lot of influence |
| Team has functional norms | 1 | 2 | 3 | 4 | 5 | Quickly, by majority rules |
| <u>Consequences: The Team</u> | | | | | | |
| Very productive | 1 | 2 | 3 | 4 | 5 | Very unproductive |
| Gives me satisfaction | 1 | 2 | 3 | 4 | 5 | Gives me little satisfaction |
| Facilitates my learning and development | 1 | 2 | 3 | 4 | 5 | Restricts my learning and development |

Each team member must sign below to indicate agreement with the above contract.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



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